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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Be Good and Good for Something

GOODNESS is positive rather than negative. One is not good because he is not bad. Goodness must be in action.

Static makes a lot of trouble with the radio, and it is much the same in human nature.

Goodness is dynamic, not static. It is power, not powerless. The purest water in the world will stagnate in a short time if it keeps perfectly still. Goodness will stagnate if it is not in action.

There is no such thing as passive good-for-nothingness. Goodness is power, and power is estimated by the voltage after the energy required to overcome resistance is deducted.

Business can succeed only by the use of capital and labor. Any bank that keeps millions of gold and other assets lying idle long enough will become bankrupt. It is just as fatal as for a laborer to be earning nothing long enough to be pauperized. Goodness must be in action or it will become badness.

There is no greater nuisance in any community than a group of people who have nothing to do except tell people how good they are and how bad everyone else is.

It was never so easy to be good as it is today. If one minds one's own business and has some good business to mind he will be left severely alone by every temptation to be bad.

The stability of the universe is the most wonderful thing in creation. The moon goes around the earth with unfailing regularity. The earth and the moon go around the sun with unfailing regularity, and the sun, the earth, and the moon go through the universe with unfailing regularity, and our universe with thousands of suns and satellites goes around among other universes and the recurrence of an eclipse never fails to materialize to the fractional part of a second despite all possible liabilities to get off the track.

Goodness in vital actions will be as true to its course in human nature as the heavenly bodies

are in their course because they are true to their mission in action.

While goodness is as easy as for the sun to rise, if one does not want to be good, just does something to show that he wants to be a little bit bad, just a little bit, there will be a swarm of temptations to find how bad he wants to be.

It was never so hazardous to begin to be bad as it today, for badness is active to the end of the limit. There is no static for human nature when it is bad, for badness is always dynamic.

February 25-March 1, 1928: Department of Superintendence, Boston, Mass.

The Massachusetts School Superintendents' Association will hold its meeting in the State House, Boston, on the afternoon of November 10. The New England Association of School Superintendents will hold its meeting at the Hotel Bellevue, Thursday evening, November 10, and at the State House, Boston, Friday morning and afternoon, November 11.

Professor Frederico d'Amato of Princeton, who died from an operation on October 1, bequeathed all of his property in America, including a highly valuable library on architecture, to Princeton University.

Philip Leavenworth of Vermont

PHILIP REYNOLDS LEAVENWORTH of Castleton, Vermont, who died recently at the age of sixty, was one of Vermont's exceptionally strong men, civically as well as educationally.

In October, 1926, I enjoyed the rare privilege of being with Mr. Leavenworth in Castleton visiting the schools of the district of which he was superintendent. He was graduated from Yale University in 1892, and was at once elected vice-principal of the Castleton State Normal School, his father being principal. Upon the death of his father in 1897 he succeeded to the principalship, which position he held until 1902, when he became superintendent of Castleton, West Rutland, and Fair Haven, a position which he held until his death.

It is a rare tribute of appreciation that Mrs. Sarah Allen Leavenworth, his widow, succeeds him as superintendent in Rutland County, one of the largest districts in the state.

Mr. Leavenworth was one time state senator from Rutland County, and in the last Legislature he was recognized as a leader.

Miss Caroline S. Woodruff succeeded Mr. Leavenworth as principal of the Vermont Teacher Training School at Castleton when he accepted the superintendency of the district, and much of the national prominence that the institution has had under her fifteen years of leadership has been due to the unswerving loyalty of Mr. Leavenworth. It was due to his influence in the Legislature that the appropriation for a dormitory was received.

In every respect, scholastically, professionally, and civically, the Castleton institution has a personality and influence rarely excelled anywhere.

A Poultry Project at Wrens, Ga.

A GOOD example of the influence of a vocational school upon the farming practices of a community is the Wrens High School at Wrens, Jefferson County, Georgia. J. K. Callahan has served continuously as teacher of vocational agriculture since 1918.

About 1920, when the boll weevil and falling prices made it imperative for the farmers to seek new money crops this teacher began advocating poultry production. He taught poultry husbandry to his high school classes, and during January and February in 1921 conducted an evening class in poultry production for the fathers and mothers of his boys. Nineteen of the members of this class built poultry houses and developed pure-bred flocks.

When a survey of this community was made recently it was learned that there were sixty-six modern poultry houses in the district served by this school, and as many pure-bred flocks. At the time he began his work there was only one pure-bred flock. When he started to improve the poultry of his patrons the average egg production per hen was sixty-five eggs a year, while at present the average production is 119 eggs.

Thus through systematic instruction applied in a practical way this community developed a new industry which brings in a cash income, from broilers and eggs, more than $18,000 a year. Moreover a co-operative enterprise, known as the Wrens Hatchery and Produce Company, was formed, and is now producing the baby chicks that are required to supply the local needs.

Arkansas has blossomed out brilliantly this new school year.

$100,000 for Illiteracy Campaign

ALABAMA will spend fifty thousand dollars out of the state treasury annually for the removal of illiteracy, the Legislature which recently adjourned having made such appropriation. This is $37,500 over its previous annual expenditure for this purpose. Since the county and city school boards are authorized to make similar appropriations to meet state expenditures it will probably mean one hundred thousand dollars expended annually to wipe illiteracy out of the state.

Hazel Park, Michigan, is on the map, thanks to twenty-eight plucky teachers.

A Study of Laurens County, South Carolina

By A. E. WINSHIP

I WENT to Laurens County, South Carolina, September 26-30, to see what intelligent, progressive, courageous county leaders can do in the face of inherited traditions.

I realized that schools are no longer primarily for the teaching of school subjects. I have lived through the years in which it was considered of prime importance that children should be thorough in the *subjects* that their parents were thorough in.

I have heard fathers say: "What was good enough for me in 1900 is good enough for my son in 1927," but that man would rather die than to drive an ox cart to town, and if his wife should dress this year as she did in his courting days he would sue for divorce.

I had no interest in what is being taught in any grade nor in how any subject is being taught. I came to see the school districts trying to create Americans in an automobile age, in a hydro-electric age.

I know all about what schools of education and teachers' colleges say and write. I had to see progressive educational leaders in a county in which traditions have had devoted champions for a century. I had reason to think that Laurens County had been the best traditionally, and was the best in trying to be the best in the last half of the third decade of the twentieth century.

I visited every significant community in the county, met the leading business and professional men, visited every high school, nearly every consolidated elementary school, and several two-room schools. I had every opportunity I could desire to know Laurens County.

I saw nothing that justifies any criticism in teaching or in discipline. The one notable achievement that I have never seen done anywhere else was the vocational work in the high school at Owings.

This prompts me to say that some such community service could be rendered every farm in the county if consolidation was so complete that Smith-Hughes aid could be secured.

The one notable achievement deserving intense emphasis is the fact that nineteen small schools have been merged in exceptionally good consolidated schools, which gives ground for hope that the forty-three small schools now handicapping the preparation for life of the children in those districts can at no distant date offer all children in the county the best advantages of education.

No small school in Laurens County has anything approaching that of the smallest consolidated school in equipment of any kind. No child in a small school has any such opportunity as every child has in the consolidated schools of the county.

In none of the small schools do the children have as good seats and desks as all children have in consolidated schools.

In no small school does any child have as good charts, maps, reference books and library books as every child has in the consolidated schools.

It is impossible for any child in an ungraded room to concentrate thought on study when other children are reciting in other subjects.

In a district with from ten to twenty families there is liability, almost a certainty, that some families will be over-interested in the unsatisfactory features of the school and teacher while in a consolidated district, with four times as many families, the tendency is to appreciate the best features.

When a child is extra good in a small school there is not more than one or two in his class and the competition has no significance, while in a consolidated school, when there are four or five times as many competitors, superiority has large significance.

Consolidation always increases attendance about fifty per cent. Children want to start to school at an earlier age when there is a daily bus ride in view and they go to school more years. A boy or girl who is the only big person in a small school with little people leaves school two or three years earlier than he would if there was a group of young people of his age.

Attendance is much more regular in a consolidated school than in a small school. Whenever a pupil is absent for a few days it tends to retard the rest of the school, for the teacher tries to bring the one who has been absent up to standard, which inevitably means that it brings the general level down.

Consolidation practically eliminates tardiness. A child is never late for the bus, which means that he is never late for school. This has a large cash value, for all irregularity is financially expensive since the teacher does less for all the children when she has to do more for one at a time.

The bugbear of consolidation is "the cost." One of the latest utterances of a champion of consolidation says: "The great hindrance to consolidation is the cost, and there is no way to dodge that argument. We must educate the people to make the sacrifice." We have no patience with that sentiment. We need to educate the champions of consolidation on this matter of cost.

We must educate the champions of consolidation and everyone to prorate the cost over all the years that a consolidation plant is in use.

Of all stupid ignorance none is quite as idiotic as the phrase that unless we pay for a school building today we are passing the cost on to the future.

As long as the future uses a school building the future should pay for its use of that building.

There is not a first-class consolidated school building in America that will not be used for fifty years and be in good condition for the fifty years.

If that school building is paid for with bonds maturing in twenty years those who use that building the other thirty years are dead beats; they are using what really belongs to those who paid for it in twenty years.

If a man borrows money from a bank, agreeing to pay for the loan in fifty years, he better not try to dodge paying interest on it after twenty years.

When a great office building, bank building or railroad station is built the income from that building is figured over a long period of years. Nobody ever puts the cost of a plant into the expense account, that is an investment of years. We have been stupid enough to let these bluffers bluff the voters in this matter.

Build a consolidated school plant for $50,000 for 200 children. In fifty years that building will have cost $1,000 a year. Let us suppose that the interest would have been another $1,000 a year. That will mean $2,000 a year for 200 children, or $10.00 a year for 100 school days; that is ten cents a day per child. It would never cost the public more than ten cents a day to provide a child all the expense of using that building and these grounds. The fact is, the building will be used at least 150 days, or thirty weeks, which reduces the daily cost.

That school will be used for the fifty years, and the cost will be the same per child whether the plant is paid for in ten, twenty, or fifty years.

But the real folly is in allowing anyone to talk of schools on the basis of providing schools to save money. When financiers talk that way it reminds us of an experience of the Colorado Fuel & Iron Company when it planned to build at Pueblo, Colo., the best hospital in the world for the men injured in their mines and smelting plants.

Dr. Corwin, the chief surgeon, planned to have no stairs, just inclines everywhere, because to carry a wounded man up stairs jolts him every step on the stairs.

The architect of the company refused to build as Dr. Corwin had planned, and the president of the company went from New York to Pueblo to settle the matter.

The architect showed what a vast expense it would be to increase the size of the building enough to have inclines everywhere. The president turned to Dr. Corwin, saying: "He seems to have made out a good case." "Oh, no," said Dr. Corwin, "he has made out no case at all. If we are building this hospital to save money we should use *ladders* that will save ten times as much as to use stairs."

The president smiled; the architect walked out in disgust, but he put in the inclines.

When I hear men talk as though the chief business of education is to save money I always say: "Use ladders."

I close my study of Laurens County with one impression. The best possible investment for the boys and girls, for the county people, for business advantages, for health and wealth, for civic righteousness in Laurens County is to invest in consolidated schools, giving to every child vocational instruction and scholastic inspiration.

Following the Leader

By SAM WALTER FOSS

One day through the primeval wood
A calf walked home, as good calves should,
But left a trail all bent askew,
A crooked trail, as all calves do.

Since then three hundred years have fled
And I assume the calf is dead,
But still he left behind his trail
And thereby hangs my moral tale.

The trail was taken up next day
By a lone dog that passed that way,
And then a wise bell-wether sheep
Pursued the trail o'er vale and steep

And led his flock behind him, too,
As good bell-wethers always do.
And since that day, o'er hill and glade
Through those old woods, a path was made.

And many men wound in and out
And bent and turned and dodged about
And uttered words of righteous wrath
Because 'twas such a crooked path.

But still they followed, do not laugh,
The first migrations of that calf,
And through that winding woodway stalked
Because he wabbled when he walked.

Belding's Page

INDIVIDUALITY IS PRICELESS

CERTAIN institutions of learning leave so strong a mark upon their graduates that a discerning eye could pick them anywhere. If that mark bears evidence of sound learning and sterling character, the alma mater deserves much credit.

The hallmark of quality should be there. But this does not mean that a school or college should cast all students in a common mould. Individuality is too priceless a possession to be cast into the melting-pot and destroyed. No human type has ever been developed which should become a pattern for all human beings or for any number of them.

A delicate task is that of the school or college which would put its unique impress upon every young person passing through its hands, and at the same time encourage and assist each young person to the fullest attainment of his own unique potentiality.

LAUGHTER

IN ONE of the old-time darkey melodies is something about a poor fellow who hadn't any "wool" on the top of his head where it really ought to grow. When a teacher asked her class for the first time to sing that song, they burst out laughing. And she kept them after school.

I refuse to judge that teacher too hastily. She may have a perfectly well developed sense of humor—or she may not. She may be able to put herself in the place of a child surprised with a strange grouping of ideas—or she may not. She may be able to make allowances for a juvenile sense of humor enhanced a dozen-fold by the comradery of the classroom—or she may not.

The reason the pupils were kept after school may have been that they carried their laughter to the point where it was artificial and intended for effect. In that case a brief after-session may have been needed.

But, when all's said, an occasional burst of laughter in the classroom does a world of good in clearing an atmosphere overcharged with mental static.

SLOW LEAVENING

IF EDUCATION is the universal panacea which nearly every one assumes it to be, why does it not more speedily usher in the millennium?

In doubting moments you have probably asked yourself this question.

And then you may have recalled the many cases of pupils who possess high resistivity—boys and girls who seem never to catch education, no matter how frequently exposed to it. And you wonder if it pays to do anything for such children.

It may not pay so much as one would like in individual cases. Even with these it may pay better than appearances would indicate. The response which some make to instruction is so splendid as to render the big experiment worth while.

But resistivity to education is not the only hindrance. Education has to be carried on by imperfect human instruments. The teacher himself is incompletely educated. Generations of uncouth forebears are behind him. His home and his community were far from the fullest attainment, intellectually if not idealistically. And the schools which he attended were only as good as the community insisted upon having and was willing to pay for.

Water rises no higher than its source. Education does better than this or it could not rise at all. But the level from which it springs has a great deal to do with determining the height to which education may attain.

If communities were already perfect, education would produce perfect fruitage.

DEFERRED PAYMENT

THE material rewards of teaching are not magnificent. The rewards of an intangible and spiritual sort should therefore be collected as one goes along.

The teacher's faith in the efficacy and value of education needs constantly to be renewed and strengthened. The progress made by pupils from day to day seems distressingly small. Often it appears to be only crablike—backward. Measurements taken at long intervals would tell a different story in most cases. Today the seeds are planted which may not ripen into fruit for many a year. The plain duty of the teacher is to plant the right seeds, plant them well, and trust to the Lord of the harvest.

The teacher's rewards are being stored away for release at some future time. Some youngster who is a thorn in the flesh and a constant problem today, will be a source of joy and pride at some distant date. And—it may some time happen—a grateful pupil will come back and tell the teacher that such and such a word was never forgotten but had its beneficent influence on his life.

Rewards like that are worth striving and waiting for.

Anson W. Belding

Associate Editor.

School Problems

Edited by a School Executive

15. Should a high school pupil's mark in any subject be changed because of conduct in his class? (Kentucky)

Conduct and scholastic achievement are two different things, and to increase a pupil's mark because he is good or decrease it because he is disorderly is an unfairness which pupils and parents are quick to resent. A low conduct mark with a high scholastic record frequently indicates that a pupil is not working up to his mental capacity, and therefore needs more opportunity to use his powers. On the other hand we find pupils who up to the high school age have lost out on social training, and early social attitudes and habits, such as courtesy and service, have to be cultivated from a very simple beginning which should have been followed up lower down in the grades. However, such situations as these are a test of how a school is really meeting the pupils' needs, and no interlacing of study and conduct marks can ever be of any permanent assistance.

16. Should every principal teach? (New Mexico)

Some places have the rule that every principal shall teach from two periods a week to one every day, but they are usually the smaller places that have from four to sixteen-room buildings. When the buildings become large the principal has so many unannounced calls that to keep a teaching program is difficult and his range of grades is so great that teaching in one or two fails to keep him in classroom touch with many of the pupils, which was the basic motive of this custom. A principal can, however, often give demonstration lessons with great profit particularly to young teachers.

17. On what grounds is a teacher justified in seeking to terminate a contract? (New York)

The following causes and conditions seem to justify a teacher in resigning or asking to be released from his position:—

1. Misrepresentations on hiring, as regards salary, school, grades or subjects.
2. An opportunity to go to a much better or more pleasing position warrants asking for a release provided the request includes a reasonable notice, at least one month. However, if a teacher has signed a year's contract and the school committee refuses to release him, then he should stay.
3. Ill health.
4. Demoralized surroundings—political or otherwise.
5. Demotion in rank or salary. Here again notice and a reasonable teaching time should be carefully observed.

18. Has a principal or superintendent any right to expect a teacher to bring her luncheon and care for the children at noon? (North Dakota)

If she understands the situation when he engages her, yes. It is a difficult problem to care for children during the lunch hour, and not always a pleasant time for the teacher, but it is a great opportunity for her to do a real service if she uses it properly. It is a time when she can get close to the hearts of the pupils and teach them many of the courtesies and niceties of life! The situation is not so much what a principal or superintendent has a right to expect, for it is the teacher's problem as much as her principal's. It is rather a problem calling for study and co-operation of both in a place where personal preference has to give way to service.

19. Have we a right to expect a grade teacher to teach music? (Minnesota)

Ordinarily yes. In the first six grades it is the best plan to have the room teacher handle the music under the direction of the supervisor, and practically all our normal schools are sending their graduates out prepared to teach grade music. Music opens an excellent avenue for correlation and culture in school work of great value to the class teacher. If a teacher is unfortunate enough to be tone deaf, that, of course, has to be cared for as a special case.

20. Are elementary school pupils ready to handle history as a problem subject? (Oregon)

In many fifth and sixth grades history is being worked in part as a problem subject. It is usually a history-geography arrangement, and the problem is often worked out in a project using both techniques. Children of this age under good leadership are capable of using a surprising amount of judgment and working out simple problems. A teacher need have no fears about introducing this technique into these grades. She must be sure, however, that she is working on a level of the child's own experience and language. When she gets away from the child's understanding her time and effort are wasted.

Part-Time Schools

By JAMES H. FULLER
Scranton, Pa.

THE part-time educational institution in its various phases as continuation schools, or night schools, or correspondence schools, or extension schools, or part-time college courses, has come to stay. In 1916 Pennsylvania was the third state in the Union to make continuation schools compulsory. Since then New York, New Jersey, Ohio, Illinois—in all twenty-five states have provided such schools for boys and girls between the ages of fourteen and eighteen years. Antioch College at Yellow Springs, Ohio, of which Horace Mann was the first president, has deliberately planned a part-time study and work scheme. The students study and work, alternately, five weeks at a time during a college course of five years. As far as possible the work is directly related to the study. This parallels quite accurately with the extension courses given by practically all of our leading universities.

Lying on my desk is a catalogue of the Home-Study Department of the University of Chicago. By correspondence and home study any field is open to those seeking knowledge. A college education is made available to any who desire it, and is brought to their very doors.

The part-time school is a study and work combination still further emphasized by the long summer vacations of our higher educational institutions. From the middle of June to the last of September is too long to loaf. Let the college student, during this time, secure some kind of employment. He will be happier at work. He can earn a good part of his college expenses. And best of all he may have an opportunity to discover, if he has not already done so, that vocation for which he is best equipped.

The college summer school is especially designed for teachers who, while teaching ten months of the year, work off six or eight college credits during six weeks of summer study. In my own neighborhood and among my own acquaintances are those who, by part-time study while they work, have finished two years of a college course. The knowledge acquired is directly related to the work in which they are engaged.

Much of the work now done by college students could as well be done by home study. The writer well remembers some of the correspondence courses which he took while in college. He reported at his classroom each day, and sat there for an hour while the professor read a lecture which exposed his class to the latest information on the subject under discussion. After having listened to a certain number of lectures he was given by the professor a list of questions which he at once proceeded to answer on paper. These answers were passed to an assistant, who in due time read them, noted the corrections, and then gave the paper with corrections thereon, back to its author. Thus by correspondence it was found out what part of the lectures the student had absorbed. Inasmuch as the writer has two sons, each in a different university, he has ample proof that even in this enlightened age some of the professors are still giving correspondence courses. Now such a course in itself, when given by a correspondence school, is not to be condemned. But it should be taken at its face value and should not be used as a time killer in colleges whose business it is to be more efficiently engaged. We have in this country plenty of correspondence schools that will send you lectures which you may read for yourself. When you have read a dozen or so you will be sent a set of questions, which you can answer on paper to be mailed to the instructor who will make the necessary corrections. All this can be done by part-time study in the old home town.

Many of our great men have educated themselves by methods similar to those above mentioned. If our colleges could educate our youth in some such way as Lincoln educated himself, we would not have so many "square pegs in round holes." He sought just that information which was most valuable to him in solving the problems which daily confronted him. As he himself says, it was information "picked up under the pressure of necessity." Probably he would not, with a brain filled with what was then college classics, have solved his problems so well. College trained, there might have been before his vision so many relatively non-essentials that he might have failed, as did many of his college-bred contemporaries, to have seen the prime essentials. Practical knowledge, combined with the ability to apply it, is what made Lincoln a great executive.

It is neither desirable nor, in the long run, profitable that the mercenary side of education should be overemphasized. Music, art, poetry, the true, the beautiful, and the good—all should contribute to the spiritual content of life. These, in a very peculiar sense, are practical, because they are what really make life worth living. All should have a place in any outline of education. So, when we have more perfectly correlated our study, our work, and our play, with the ministrations of the soul, we shall have achieved a more ideal plan of life. It may be that the part-time school is just what we need.

The Autocracy of Educators

By MARY ELIZABETH O'CONNOR
Taunton, Mass.

THIS summer I listened to a lawyer who is really interested in educating the young people of this country. We discussed the meaning of "education," the difference between college and high school teachers, the formal program of education used by most schools today, and finally arrived at the "autocracy of educators." I was surprised at the resentment he disclosed, a resentment which he claimed to bring from the business as well as from the professional world.

I have thought over many of the things he said, seeking the real amount of truth in them; thought over the things he implied, but was too polite to voice; and I feel sure now, as I suspected then, that part of his resentment was justified. The open mind, the attitude of "I'm not above picking up an idea anywhere" is just coming into its own with us school people.

If the outside world questions our methods or fails to understand proposed projects which are a b c to us because we have lived them in our minds for months and years perhaps, we are prone to throw up a wall of superiority of "Oh, they can't understand"; or we, in irritation, jump to the conclusion that they don't want to spend any money. The fact that they may understand from an entirely different viewpoint never enters our heads, or if it does, we think it is of so little value we have no time to bother with it. We are prone to think we are the only educators, we teachers. To air this attitude if it were substantiated would be bad policy, but that's another and lengthy story. However, we are not the only educators. We are only a part of the many who contribute to the child's education. We can learn much from the business and professional world, much about that life for which we are fitting our boys and girls, and the business end of our school systems.

In the past the educational superiority has often sprung from a social inferiority complex, and has been its only aggressive outlet. But the day of that need is over. Today the teacher can hold his own socially anywhere, and if he doesn't it is his own fault. We must meet the outside world on its own ground. In fact we must make the world and school common ground, and when telling the world, as this man claims we are so strong on doing and believing, we are the last word on educational matters, we need to recognize all we might get from those outside our own profession, and the formula, "Now this is the way it seems to me, but what do you think?" might frequently open a fund of ideas and friendship. This in no way depreciates what we people devoting our whole time to the study of education know on the subject, but all that we can know is a far call from any autocracy we may affect. Down with the "autocracy of educators"!

If—For Girls

BY ELIZABETH OTIS

If you can dress to make yourself attractive
Yet not make puffs and curls your chief delight;
If you can swim and row, be strong and active
But of the gentler graces lose not sight;
If you can dance without a craze for dancing,
Play without giving play too strong a hold,
Enjoy the love of friends without romancing,
Care for the weak, the friendless and the old;

If you can master French and Greek and Latin
And not acquire as well a priggish mien;
If you can feel the touch of silk and satin
Without despising calico and jean;
If you can ply a saw and use a hammer,
Can do a man's work when the need occurs,
Can sing when asked without excuse or stammer,
Can rise above unfriendly snubs and slurs;

If you can make good bread as well as fudges,
Can sew with skill and have an eye for dust;
If you can be a friend and hold no grudges,
A girl whom all will love because they must;
If sometime you should meet and love another
And make a home with faith and peace enshrined
And you its soul—a loyal wife and mother,
You'll work out pretty nearly to my mind
The plan that's been developed through the ages
And win the best that life can have in store,
You'll be, my girl, a model for the sages,
A woman whom the world will bow before.

The Third Sex

By R. D. CASE
Brush, Colorado

AMONG public school men are individuals characterized as of "The Third Sex," who are a detriment to the teaching profession and ought to be eliminated.

A young lady school teacher once remarked: "These school men are neither male nor female, but constitute a 'third sex.'" A student in Stanford University, she was denying ever having taught, although she was under contract for the coming year and had had five years of successful experience in the schoolroom.

Although this term has nothing to do with sex proper, it does allude to the characteristics which are thought of as pertaining to the male sex or the female sex. The Third Sexer might be described as one who is a male being anatomically, and anatomically only, having habits, interests and choices of leisure more characteristic of the female sex. Furthermore, no standards for defining, determining or judging characteristics of either the male or the female sex have yet been set up, although there are soon to be standards set up and tests devised for measuring masculinity and femininity, just as today tests of practically everything else pertaining to human beings have been devised and are in use. The scientists are already at work and have been for several years. Many thousands of dollars have been appropriated for research in this field, one large university having at its disposal over ten thousand dollars for investigation along this line during the current school year, having already spent thousands of dollars in investigation. By this time next year the tongues of the educators will be agog over the findings. Then the superintendent seeking applicants for teaching positions will not only ask for confidential papers of reference and for intelligence scores, but will also ask about the masculinity score of the applicant.

The Third Sexer has been known by various names and titles in the past, and each year brings a new term for him, such as lounge lizard, sissy, sheik, mamma's boy, lady's man, drug store cowboy, tea hound, cake eater, and many others.

In direct contrast to the Third Sexer we have the "He-Man." We have no better definition for him than for the Third Sexer, but all know him. It might be said that he must be an ordinary normal man, in fact, "The more ordinary, the more He." meaning that he must be just an ordinary manly human being.

What is the Third Sexer like? What is he not like? In the first place, he is the contrast of the He-Man type of man. He does not participate and mingle with men in men's clubs, sports, fraternities, etc. Rather does he find his place where the gentler sex predominate. He has no interest in athletics, does not enjoy going on stag parties and excursions with the faculty men and boys of the school, seemingly afraid lest he might soil his hands or get the crease out of his trousers. When in a cosmopolitan group he singles out for conversation those who talk of only the more effeminate things of life, and in such conversation he is more than apt to give the impression that teaching is a profession for weaker members of the male sex and for women, rather than being a real He-Man's job. He is likely to spend too much time in reading, studying, dancing, playing cards, etc., to the exclusion of the more masculine activities and sports where he might be making contact with men.

Literature on this topic being lacking, I have depended for this thesis upon my own experience of fifteen years, choosing hundreds of men and women to work with me in the teaching profession and in business, and also upon the reactions which I received from interviews with such people in Stanford University as Mrs. Elizabeth Snell, appointment secretary; L. M. Terman, head of department of psychology; John C. Almack, professor of education; Acting Associate Professor H. R. Benjamin, Acting Assistant Professor of Education W. R. Hepner; many practical superintendents of schools of California and other states; many men and women teachers and many students, some prospective teachers and some not. The more individuals I interviewed the more convinced I became that this is a pertinent topic for the public school man to consider seriously.

No one denies the existence of such an individual as I have termed the Third Sexer. Not all agreed upon the percentage of public school men falling within this category. Opinions vary from identifying all school men as Third Sexers to excluding most school men from this class. No one objected to the name I had chosen to call this type of person, many exclaiming at once that the name was very appropriate. Lady teachers and lady students classify more men as Third Sexers than do the men teachers themselves. Likewise, when asked whether they thought the present-day school man is an improvement of old conditions with regard to masculinity, the ladies spoke very unfavorably of the men, some thinking that if there is any change, it is for the worse. The men teachers think that the Third Sexers are on the decrease.

One superintendent tried to console school men

by expressing the opinion that this Third Sexer is also in other professions. He is, and also in the Army and Navy of the United States. However, this is no alibi for school men.

The existence of the Third Sexer in the schools is a problem for school men for the following reasons:—

First: The Third Sexer does not set up the right ideals for boys; in fact, not for girls either. He does not instill in them respect for manual labor and certain more menial professions, nor fill them with a desire to go out and do some of the little tasks that have to be performed by good citizens.

Second: This individual cannot make the needed contacts among faculty members. Effeminacy on his part repels other men and also women. Lack of co-operation ensues. The result is domination over the Third Sexer by the other faculty members.

Third: One of the most necessary duties of school pupils is to make right contacts with the public, resulting in the school and community being knit together. Third Sexers contribute practically nothing in this respect. No hard-headed, big-fisted business man is accepting this type of individual into his group.

Fourth: The worst feature of the whole problem is the building up by the Third Sexer in the minds of the people prejudice against all school men. The public erroneously assume that all school men are of the type of the Third Sexer.

Is there anything that can be done about it? There is much. This disreputable condition should be removed insofar as is possible. I suggest the following:—

First: Teacher-training institutions and colleges of education have an opportunity to contribute in the banishing of this evil. Only those should be recommended for certification, etc., who show certain evidences of masculinity. Before colleges can do this indiscriminately they will need to offer guidance to many prospective teachers relative to a balanced development which will include training along masculinity lines. Certainly there is a broad field here that, up to the present time, has been left undeveloped. If a reasonable amount of guidance on the part of the teacher-training institution does not bring about the change that needs to be worked in some individuals before they should be permitted to enter the teaching profession, the Third Sexer should be directed into some other profession where his personality does not play so important a part in the training and the forming of the ideals of the youth of the country.

Second: While awaiting action on the part of teacher-training institutions, school superintendents can do much to counteract this evil. This can be done by refusing to consider an applicant for a teaching position unless there are evident masculinity characteristics in a normal amount. . . . When masculinity tests shall have been perfected and put into use, this amount needed and the amount present in an individual can be better determined.

Third: Finally, the great obligation that rests upon school men today is that of living down the reputation that Third Sexers have brought upon the teaching profession. School teacher traits unless they are a credit to all men of all professions should be eliminated by every school man. A masculine school man should, at times, pass for a business man, a salesman or a member of some profession other than teaching. It might be much to his credit to be taken for the school janitor or the school engineer. All the public asks is a normal amount of human nature. Evidence of this will live down the false impression that the public now has. Every school man should be a credit to the profession by being a MAN first and then a school teacher.

Truth

Honor and truth and manhood—these are the things that stand though the sneer and jibe of the cynic tribe are loud through the width of the land. The scoffer may lord it an hour on earth, and a lie may live for a day, but truth and honor and manly worth are things that endure alway. Labor and love and virtue—time does not dim their glow; though the smart may say in their languid way: "Oh, we've outgrown all that, you know!" But a lie, whatever the guise it wears, is a lie as it was of yore, And a truth that has lasted a million years is good for a million more.

—Ted Olson.

The Unstable Teacher

By EUGENE BERTRAM WILLARD
Chelsea, Massachusetts

"A DOUBLE-MINDED (or half-hearted) man," St. James tells us, "is unstable in all his ways." The designation is wide in range and deep in penetration and includes, of course, members of the great and honorable profession of teaching. Perhaps there may not be one teacher to whom in some way, in some degree, it does not apply; not one in the great and honorable profession of teaching who is not in some part of the pedagogic life hindered and enfeebled and imperiled by the vacillation of half-heartedness. But in its outcome, if it be not checked, if a teacher does not gradually at least, with advancing efforts of faith and courage, get free from it, it is a terrible misundertaking and misuse of the pedagogic life.

In widely varying degrees and ways double-mindedness, half-heartedness, is indeed a most frequent secret of weakness and unrest, of failure and peril; it keeps teachers back from the task that was marked with their name; it takes the spring and brightness out of the pedagogic life; it is the foe of inner freedom, and of all health, strength, growth and peace.

Half-heartedness in faith and love and purpose —most of us, it is to be feared, know something of such things; and most of us, beyond any doubt, will own how exactly St. James fastens upon the practical outcome of it all: "The double-minded (the half-hearted) man is unstable in all his ways." Unsettledness, disorder, inequality, unsteadiness, restlessness, confusion, hesitation, bewilderment, are not these, indeed, the characteristics that prevail more and more in the half-hearted pedagogic life; these, with all the vacillation, the weakness, the dim-sightedness, that they entail? Should it not be known that, in whatever degree they have troubled or are troubling one, it is one's own half-heartedness that is most of all to blame? Surely, half-heartedness, wavering and faltering in faith, or love, or purpose, the hopeless toil of living two lives—this is one chief source, at least, of much of the unhappiness and unrest, the weariness and overstrain and breaking down we find in the profession of teaching.

Many teachers get so tired with trying to blend what will not mix; the teacher spends so much of strength in vain while making an effort to work two ways at once; the teacher makes so little progress while always crossing over from the one road to the other. Often the teacher knows the trouble, the wastefulness of half-heartedness; the teacher has often longed, it may be, for the unity which yet one has not quite courage enough to grasp and hold and trust. And many teachers know how hard it is—hard, perhaps, especially in the present day—to always overcome half-heartedness, to bring the whole pedagogic life into one allegiance.

But one thing every teacher can do. It may not always be easy to increase one's self-mastery, and hard to cast out the lingering love of outside interests, and to fasten all one's affection upon teaching; but unity of intention, single-mindedness in aim and purpose—this is to a very great degree within every teacher's reach. The teacher can be watchful to keep a pure and disinterested aim; to allow in the heart no plan that one would not avow; to cast out, to make no terms with self-seeking. This every teacher can do. This in itself is much, and it leads on to more.

It may be, indeed, that all through the pedagogic life one shall never wholly conquer the temptations of half-heartedness; never be secure against the intrusion of the low thought, the mean motive, the feeble looking back, the sordid suspicion, which take the glow out of a career well begun; which thrust themselves into the company of whatever generous or righteous purpose the teacher had formed. But if the teacher is resolute to deal firmly with these things when they come; resolute not to let them tell in action or in speech, not to let them pervert judgment; resolute to keep them down with a strong hand, and hold on the true pedagogic course in spite of them; it may be found not only that one's purpose is growing more single and whole-hearted, and one's intentions purer and more vigorous; but that in the teacher's affection also, and in the teacher's trust, there is an ever-increasing unity; that blessing of clear-sightedness, of true pedagogic discernment which is only known as the teacher escapes from the vacillation and dimness of the double-minded into the strength, the joyful gladness of the teacher fully consecrated to the work of teaching.

During the past one hundred years it is biological science which has contributed most to the well-being of humanity. —Charles W. Eliot.

Rising Tide in Public Education

THE rising tide is a seashore wonder. To explain it to a child who first watches it day after day is impossible, but it is as sure to come twice in twenty-four hours as the sun is to rise. There is a rising tide in human affairs as certain and as inexplicable as on the seashore.

Our present interest is in the rising tide in public education. It is everywhere, and is more significant than any educational experience in the United States in fifty years. Maine seems to have solved the problem of rural school improvement in supervision and instruction. Vermont is solving the problem of providing as good school buildings and equipment in a small community as in Brookline or Brooklyn.

New York State has the record of the North in state aid for small schools. In 1926 the state appropriation was $55,145,000. For 1927 it was $73,836,000. For 1928 it will be $79,335,000. For 1929 it will be $84,835,000. For 1930 it will be $90,335,000.

But Illinois really leads the North in coming to the relief of the administrators of public schools. The Legislature of 1927 with no serious opposition increased the salaries of county superintendents one-third. In Illinois salaries of county superintendents are paid by the state. In the small counties where the county superintendent had only $1,800 salary he now has $2,400, and the superintendent of Cook County, who had $9,000, now has $12,000. It is not easy to think of a superintendent whose service is confined to country and village schools receiving a salary larger than any president of State Teachers College or State Normal School receives, larger than any state commissioner of education receives, with three exceptions, in the forty-eight states; twice as large as nineteen-twentieths of the professors in the more than 600 colleges and universities in the United States receive.

In Oklahoma the Legislature for the first time made a state appropriation to benefit the poorer counties—three million dollars for the biennium—the governor refusing to sign any appropriation bill until this had been provided.

Arkansas for the first time in history made every appropriation that the State Education Association through the state superintendent asked for.

North Carolina Legislature, in addition to the many other educational appropriations, voted $3,250,000 for public schools for each of the years 1927-28 and 1928-29. This was $1,750,000 more than for 1926-27.

Georgia has its first equalization appropriation, which is at least a million dollars for the year 1928 and a million for 1929. This revenue is to be derived from a one-half cent tax on each gallon of gasoline and a tax of one cent on each gallon of kerosene. If the revenue from these two taxes does not yield a million dollars the balance will be supplied out of the general treasury. All revenue from these two taxes will be used as an equalization fund even though it should exceed one million dollars.

In Alabama, in 1927, there was an equalization of $80,000. The Legislature has provided a new and additional Equalization Fund for public schools for 1928 amounting to $900,000, and in addition an appropriation of $750,000, known as an attendance fund to be apportioned among the counties on the basis of school attendance. This provides $1,650,000, which is probably equal to the appropriation of any state in the Union in proportion to tax burden.

Tennessee Legislature has provided state appropriation necessary to enable every child to have an eight-months' school.

Mississippi had a remarkably informing and inspiring study made by a professional corps of experts under the direction of Professor M. Vincent O'Shea of the University of Wisconsin.

Many states have made wonderful appropriations for teacher training. In Oklahoma every State Teachers College has had new buildings provided. In Kansas each of the State Teachers Colleges has had a building each of the years 1926-27 and 1927-28, costing about $400,000 for the biennium. Wisconsin has made liberal appropriations for State Teachers Colleges. Oshkosh Teachers College, for instance, has recently had for buildings $300,000 for one of the best training school plants in the United States; an auditorium costing $235,000; other buildings and improvements on the campus, $165,000.

Kentucky leads all states in increased appropriations for state institutions. For campus buildings for twenty years prior to 1920 was less than a million dollars, less than $50,000 a year, and in the last four years $3,500,000, or more than $800,000 a year. These are mere samples of the spirit of progress all over the country.

The theory of the state in furnishing more and better schools is that it fits us to perform better our duties as citizens.

—Grover Cleveland, in 1892.

A Plea for the Adolescent Girl

By ELIZABETH M. COURTNEY
Worcester Normal School

THE adolescent girl, "her whys and wherefores," seems to be the cause of much unwarranted thought and deliberation in this twentieth century era. Doting parents, grandparents, friends, teachers, preachers—all who constitute the "older generation"—are constantly pointing out the bad features of this adolescent flapper; never a thought for her good qualities. Are we to deduce from this that she has no such qualities?

How much can be said in favor of this modern twentieth-century adolescent girl? She is human. She has feelings which she must express outwardly at some time or other. She has her likes and her dislikes, a few of which I shall set forth in the following discussion.

To obtain correct first-hand data on this subject, I have sent out four hundred and twenty (420) questionnaires to girls between the ages of sixteen and twenty years. The answers received are the whole basis for this paper. In order to determine whether or not likes and dislikes are influenced by environment, I sent copies to one Normal School, two town high schools (one on the outskirts of Worcester, the other on Cape Cod) and two city high schools (Worcester and New Bedford). I think these questionnaires are sufficient basis for the conclusions which I have drawn.

QUESTION 1

Which of sports, listed below, do you like best?

Sports	Worcester Normal School	Worcester High School	New Bedford High School	Middleboro High School	Oxford High School
Swimming	24	28	32	6	15
Tennis	18	14	9	4	3
Skating	12	10	18	6	3
Basket-ball	10	10	4	5	17
Hiking	8	4	6	4	4
Football	6	4	3	5	1
Baseball	6	2	1	1	2
Hockey	4	2	11	1	0
Rowing	2	8	1	0	1
Tobogganing	2	0	1	0	0
Horseback Riding	0	8	6	5	5
No Choice	8	10	8	23	9
Total	100	100	100	60	60

The adolescent girl does like sports, and is of an athletic type. Although the athletic interests differ, swimming seems to be the best liked among the majority. In one of the town groups nearly one-half do not like sports at all, and the remaining number seem to show preference for swimming and skating. In the other town the girls like basket-ball and swimming as the second choice. The other groups like skating or tennis as a second choice.

The rest of the table shows that girls do not like strenuous sports; such as baseball, football, hockey, rowing, etc. Perhaps this may be attributed to the physical change which accompanies the girl through this period of her life. The sport which seems to be the least popular, in all groups, is tobogganing.

However, judging from these answers, it can be said, first, that the adolescent girl is greatly inclined toward athletics and that swimming, tennis, and skating are the most popular sports; second, that she prefers outdoor athletics.

QUESTION 2

As the average adolescent girl is a so-called modern flapper, she is interested somewhat in each of the activities considered under this question. She is alert, enthusiastic and craves social activities. This is proven by the statistics which I obtained from all groups. The following tables show the results of this question.

Which of the activities listed below do you like best?

Activities	Worcester Normal School	Worcester High School	New Bedford High School	Middleboro High School	Oxford High School
Dancing	42	20	48	15	15
Parties	4	18	3	7	10
Movies	6	14	14	7	7
Motoring	30	22	23	13	20
Fellows	2	22	0	1	0
No Choice	4	4	12	18	8
Total	100	100	100	60	60

Out of one hundred (100) girls in the Normal School and one hundred (100) in the High School of the same city, only eight girls have no interest in any social activities. This, however, is reversed in one country town, where eighteen out of sixty have no social interests at all. Incidentally this is the same town that showed no interest in sports.

Dancing is the choice of the majority in the Normal School and also in New Bedford, where nearly one-half of the girls voted for it. Motoring is the second choice in all groups but the Worcester High School group, where motoring and fellows seem to vie for the honor of second place. The choice of these two seems to prove the modernness of the adolescent girl, and also seems to bear on the rapid pace at which she is going through this period of her life.

This question proved rather interesting in that it discredited and annulled the statement of many elders who claim that the modern adolescent girl is "fellow crazy." From the statistics I find that,

in one city and one country high school, there was not one vote for fellows and, in the other places, the vote was very small excepting in the Worcester High School, where twenty-two out of one hundred voted for " fellows."

A rather surprising fact was the few who showed a liking for " movies." Judging by these papers, " movies " are not very popular, except in two city high schools. Even there the vote is comparatively small. Evidently the adolescent girl is not so fond of the " movies " as some people so strongly maintain.

On the whole we may justly conclude that the adolescent girl is more or less sociable and does like some, if not all, forms of entertainment or diversion.

QUESTION 3.

A few generations ago the training of an adolescent girl, of the middle class, was directed toward but one end; namely, the making of an efficient housewife or homemaker. She must be proficient in all the household arts, spinning, sewing, preparation of food, care of house. Her own home was the school in which she learned all these things and her mother was the teacher. Now, how different! The trend of social evolution of today is distinctly away from the woman's pre-occupation with the affairs of the home. We not only read about this but we, more or less, know of cases where the mother of the family is in the house less than her daughter. Is it right for us to expect the adolescent girl to turn to housework of her own accord? No, she, too, has outside interests.

So as to get the adolescent girl's reaction to household arts, I included in my questionnaire the following:—

Are you interested in any one of the following?

Activities	Worcester Normal School	Worcester High School	New Bedford High School	Middleboro High School	Oxford High School
Cooking	26	28	36	20	25
Sewing	22	22	20	12	18
General Housework	20	10	6	12	11
No Choice	32	40	38	16	6
Total	100	100	100	60	60

The adolescent girl has some interest in cooking and sewing, the first seeming to be the more popular of the two. In most cases where sewing was the choice there was a short note attached as " just making clothes for myself." The smallest vote of all was for general housework. In the three city schools I find that the majority have distinctly no interest or love for housework.

The statistics received on this question are not unusual when one considers the majority in the preceding questions who show a liking for sports and social activities. From these three questions one may conclude that the adolescent girl is too pre-occupied with outside interests to show any liking for the household arts, other than to make clothes with which she adorns herself, when making her appearance in the adolescent group.

QUESTION 4.

No limit to choice.

Which type of book do you prefer?

Types	Worcester Normal School	Worcester High School	New Bedford High School	Middleboro High School	Oxford High School
Novels	48	30	77	25	23
Mystery	22	23	49	14	33
Animal	0	2	5	6	6
Travel	12	1	8	10	19
Biography	8	3	10	8	6
Wild West	0	8	11	6	16
No Preference	1	2	6	1	3

In all but one case the novel is the best liked by the adolescent girl. Her second choice is for mystery stories.

It was surprising to see the few girls who like biographies. Some psychologists maintain that the biography is well liked by the adolescent, and is the best reading matter for children at this age because it helps to inspire them to higher ideals. This liking might be true of the boy adolescent, but (on the basis of the above statistics where only forty-one out of 420 showed liking for biographies) it is not true of the adolescent girl.

QUESTION 5.

(a) Do you belong to any clubs? Give type of club.

(b) Have you won any honors in club to which you belong?

Schools	Members of Clubs	Non-Members	Choice of Clubs	Honor Winners
WORCESTER NORMAL	64	36	1 Social Clubs	
			2 Church "	11
			3 School "	
			French	
			Literary	
			Alumnae	
			Dramatic	
WORCESTER HIGH	56	44	1 Social Clubs	
			2 School "	6
			Literary	
			French	
			Dramatic	
			Musical	
			3 Church Clubs	
NEW BEDFORD HIGH	59	41	1 School Clubs	
			2 Church "	9
			3 Social "	
			Sororities	
MIDDLEBORO HIGH	36	24	1 School Clubs	
			2 Church "	7
			3 Social "	
OXFORD HIGH	33	27	1 School Clubs	
			2 Church "	8
			3 Social "	

The feeling of the idea of self-suppression, of working as a part of a greater whole, has a strong appeal to the adolescent girl. The club is but a perverted expression of this desire for co-operation. Progressively the adolescent girl is extending her interests, more and more, outside the home. More and more she is drawing away from the childish dependence upon her parents. Her day-dreams and fancy images, often dramatized in the form of recreation derived from clubs, reveal her ideas, ideals, and likewise her ambitions.

From the above statistics I find that in each group the majority of girls are members of, at least, one club. Some are members of several clubs. Social clubs (sororities) and school clubs (French, literary, alumni, dramatic, musical, etc.) are more popular than church clubs.

God is very near the adolescent girl. At this time in her life her heart is so filled with love, and so full of desire for great experiences, that only the Infinite can fill it. She is possessed with a soul-destroying loneliness and a vital need for contact with someone or something. She desires to rise to the zenith of self-sacrifice and devotion. These are religious sentiments "par-excellence," and the great religions of the world have always recognized the necessity of taking advantage of this vital period for religious instruction, and for securing formal adherence to church and creed. Might it not be this fact that is spurring our beloved ministers of God on to urge our young people to join the clubs and societies of their own church? Is there any better place for this younger generation to meet and become acquainted with the right type of people? And yet, this questionnaire shows that church clubs are the second and last choice of the adolescent groups under consideration.

Social clubs seem to be more popular. Man is social. He must have companionship and pleasures common to his kind. This is true of the adolescent girl also, when nature is most keenly aware of the fundamental powers.

The adolescent girl does not go in for honors. By referring to the table it can be seen that very few of those who are members of clubs have won honors in that club. The honors won have been mostly for campfire, girl scout, or by election.

I was very glad to find that the majority of girls were members of, at least, one club. In my estimation a girl without her quota of chums and intimate friends, her club mates or sorority sisters, misses one of the chief delights of girlhood. Through clubs she finds her friends among girl associates. She cultivates friendships with interesting personages. Her world becomes a woman's world, and her standards and ideals are wholly feminine.

From the above investigation the following conclusions may be drawn:—

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1. The adolescent girl does like sports exceedingly well. The variation in the choice of sports shows the individual differences within the groups.
2. The adolescent girl is a social individual. Her body, mind and spirit together make her a social being.
3. The adolescent girl is not interested in the household arts.
4. The weak, sentimental, but nevertheless fascinating love stories are the delight of the adolescent girl. This is followed by "mystery stories."
5. The adolescent girl is keen for clubs, her choice being divided between social, church, and school clubs. Clubs are vital to the girl at this age because the friendships cultivated there may be the source of greatest blessings, or may mean the lowering of the whole tone of her moral life.

The adolescent girl is in touch with the whole universe. She has tremendous problems which she cannot solve without the aid of her elders. What she needs is confidence, practical aid and advice, not criticism. She needs praise when praise is merited.

The adolescent girl is a dreamer in which her own self plays an important part. She not only longs for and shows a great liking for hats and gowns, and beautiful things, to be admired and

popular, but she also longs to be good and to do good. She longs to be recognized, and felt to be one of the New World into which she is making her timely entrance. She loves a good time, and she manages to have it. Her ability as a leader reveals itself quickly if ample opportunity is given. But let us remember that she needs real, honest sympathy and understanding from her close associates.

Enjoying the Arts

By HELEN LOUISE COHEN
Washington Irving High School, New York City

IN RECENT years the modern school has been accused, on the one hand, of running to fads and frills, and on the other, of providing merely utilitarian, vocational training. There is now far more danger that school boards may curtail cultural opportunities, than there is that they will fail in their obligation to prepare young people for the bread-and-butter struggle. The greatest social obligation of education today, as well as its most colorful opportunity, is to give to young workers, who will presently be the adult members of our industrial, business, and professional world, such tools as will enable them to hew beauty from hours of leisure that might otherwise be barren and formless.

John Erskine, brilliant author of "The Private Life of Helen of Troy," has written a verse satire on this phase of education, which he calls "Modern Ode to the Modern School." From it, the following stanzas are quoted:—

Just after the Board had brought the schools up to date
To prepare you for your Life Work
Without teaching you one superfluous thing,
Jim Reilly presented himself to be educated.
He wanted to be a bricklayer.
They taught him to be a perfect bricklayer
And nothing more.

* * * * *

Prospering at last
And meeting other men as prosperous,
Whenever the conversation started, he'd say to himself,
"Just wait till it comes my way—
Then I'll show them!"
But they never mentioned bricklaying
Nor the Art of being a foreman
Nor the whole duty of contractors,
Not even real estate.
So Jim never said anything.

—The Scholastic, Pittsburgh, Pa.

"Red River Trails," a booklet by Grace Flandreau, is as fascinating as any fiction, and yet it is the most reliable history anyone has written about the pioneering of the Red River Country. If you will send a request for this real treasure to the Great Northern Railway, St. Paul, and say the Journal of Education of Boston suggested that you ask for "Red River Trails," you will probably receive one of the most interesting booklets you have ever owned. The fact that the National Education Association will meet in Minneapolis next July is one reason why every school in the United States and Canada should know "Red River Trails."

PHOTOGRAPHERS TO THE NATION'S SCHOOLS FOR TWENTY-FIVE YEARS

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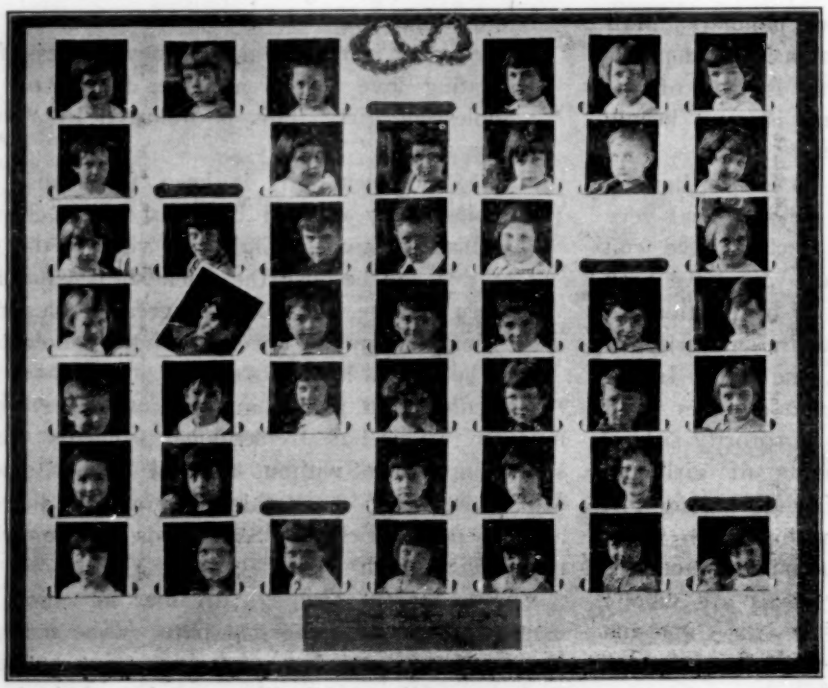

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Five Princesses

In a delightful little valley between high mountain ranges live five very pretty and very wise princesses.

High on the rocky side of the western hills lived a very small, but very powerful Goon. Now very few people know what a Goon is. I confess I am a little hazy about him myself, but they tell me he looks something like a troll. If he does look like a troll, then he has a round body, a round head, a very long, thin nose, and only one long, turn-up toe on each foot.

However, to get back to our story, the princesses lived in the valley and the Goon on the hill. One day the princesses were having a picnic near the Goon's cave, and that merry fellow liked them so well and was so tickled with the way they giggled and laughed that he bounced right into the middle of the party, swept off his peaked hat, made a low bow, and said: "Welcome, merry ladies, welcome to my hills."

The princesses were very much astonished and all said together: "Your hills! My word! These are our hills!"

"Far be it from me," answered the Goon, "to contradict five such lovely ladies as you appear to be. Please pardon my mistake."

He spoke so gently that the five princesses began to feel a little ashamed.

"Perhaps these are your hills," said one.

"What matters it," said another.

"There is room for all of us," said another.

"It is not worth fighting about," said the fourth.

"All of which goes to prove," said the Goon, "that you are the most reasonable ladies in the whole world."

At that the five princesses laughed gayly and the Goon did the best he could, considering that he always laughed and talked through his long nose.

When evening came and the princesses prepared to go down to the valley, the Goon gave each of them a little horseshoe.

"It is a magnet," said he. "It will draw anything to you that you wish. But beware," he cried. "It will draw only one thing, and it never loses its power, so beware that you choose rightly, or what I intend to be a blessing may turn out to be a curse. Goodbye, fair princesses! Be wise and choose thoughtfully and well."

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With that the Goon vanished.

The story of the choice of the first of the five princesses will be told tomorrow.

The Five Princesses—I

Now it happened that the first princess was not as beautiful as she might have been, and yet she had in her heart a great desire to be admired for her beauty. She went about, in fact, with her head bent over a little so that her left ear would always be ready to catch any words of praise that might be floating about. It did not matter, in the least, whether the words were deserved or not. She just drew them in and thought them over and enjoyed them until new words came to take their place.

What could be more natural, then, that she should look fondly at her horseshoe and wish for popularity?

No sooner had she wished than people began saying nice things about her. One said she had lovely hair. As a matter of fact, her hair was coarse and straight. Another said she had such a sweet smile, yet when she looked in the mirror it said: "Your smile is anything but sweet. In fact, it is rather a little bitter." Another said she had a wonderful voice, and yet, when she sang, the echoes that came back were not wonderful at all.

So it went on, day after day, and year after year, until the poor princess grew tired of life and longed to go to some place where people told the truth, even if the truth were as bitter as wormwood.

At last, one sunny day in May, the princess slipped out of the castle and made her way up into the hills, to the grassy nook that opened out in front of the Goon's cave. She carried the little horseshoe in her hand.

Above her head the birds sang gayly; beside her feet the violets peeped up as she passed; bees buzzed happily about in the golden buttercups; clouds drifted slowly out across the mountain heads; and all the world seemed bathed in truth and happiness, except the heart of the princess who had held her head sideways all her life.

Tomorrow I shall tell you of the choice of the second princess.

The Five Princesses—II

The second princess lived in a tumbledown castle that was also the home of seventy-five rats. When she looked at the crumbling walls she sighed and said: "Oh, me! If I only had enough gold to repair the walls."

When she looked at the broken furniture she cried: "Oh, me! If I only had gold enough to buy some new furniture." And when she looked at her badly torn dresses, she cried out: "Oh, me! If I only had money enough to buy some nice new dresses." Is is any wonder that when she got back home she looked at her horseshoe and wished for wealth?

No sooner had she wished than an old wizened knight rode up to the castle gate and asked her hand in marriage. She knew him well. He was old Money Bags, who dwelt in the Valley of Odd Things. He was so very rich, that the princess accepted him at once and married him and went to the valley of Odd Things to live. Her new home was built of ivory and hewn marble; there was not a rat in the place; the furniture did not squeak when she sat on it and her dresses were as silky and fluffy as sixteen dressmakers could make them. Moreover, every night old Money Bags threw down on the table before her his profits for the day. Gold pieces rolled here and there; clattered off the table onto the floor; ran into cracks and even bounced into her plate of soup.

"My dear," old Money Bags would say, "Since you have come to the Valley of Odd Things, I cannot bank the money as fast as I make it."

Ordinarily all this should have made the princess very happy, but when she went to her window she saw in the distance a poor man nailing a shingle on an old rotten roof; she saw also a little girl clad in rags, crying for another slice of bread; she heard a sick man groan, because there was no one to help him turn over in bed.

She saw, also, a father lie down and die, leaving a widow and three orphans to face the bitterness of a cruel world.

And so it happened that in spite of her gold the princess was so unhappy that one fine day in May, she, too, went slowly up the hills to the grassy place in front of the Goon's cave.

Above her head the birds sang gayly; beside her feet the violets peeped up as she went past; bees buzzed happily about in the golden buttercups; clouds drifted slowly out across the mountain heads; and all the world seemed bathed in truth and happiness except the heart of the princess who had wished for gold and got it.

The story of the choice of the third princess will be told tomorrow.

The Five Princesses—III

The third princess was daughter to an old king who lay on his bed, sore stricken with palsy. Because he could not reach out his arm and strike down those who disobeyed, his kingdom was falling about his ears.

The princess, seeing all this, longed to set things right again. When the butler was slow in bringing in the food she longed to box his ears; when the general of the army was slow in putting down rebellion, she longed to give him a piece of her mind; when the treasurer was slow in paying the bills she longed to throw him in a heap. Was it any wonder, then, that she looked hopefully at the horseshoe and wished for power?

Strangely enough, hardly had she expressed the wish when the butler strolled into the room. He was a half hour late by the town clock. As though driven by the magic in the horseshoe, the princess pounced upon him and boxed his ears, so soundly and suddenly that he dropped the tray and fled for his very life.

"The princess is mad!" he cried to his fellow workers. "She wants the king's meals on time. Hurry! Hurry! or she will box your ears."

Just at that moment, in walked the general of the army. He was twirling his long mustache with his thumb and forefinger, when the princess flew at him and shook her finger under his nose.

"Get out of here, you loafer," she screamed. "Put down the rebellion, or I shall cut off your head."

The poor general was so astonished that he fled and cried out as he went to all his soldiers:

"Hurry! Hurry! The princess has taken the throne and will cut off our heads if we do not get busy."

From his window in the attic the treasurer heard the great outcry and came rushing down.

"You villainous wretch," yelled the princess, "where is the money to pay our debts? Get it instantly or I shall hang you by the heels and put the tail of a live eel between your teeth."

So things went day after day. The butler brought the meals in on the dot, the army put down every rebellion and spread the power and fame of the kingdom far and wide, and the treasurer collected so much money and paid so many bills that everyone was rich and happy.

But the princess was lonely. Everyone feared her and pulled off his cap to her and spoke in a whisper in her presence. Not a prince in the country could be found to marry her, so one day in May, sadly and slowly, she made her way up into the open place before the cave of the old Goon.

The story of the choice of the fourth princess will be told tomorrow.

The Five Princesses—IV

The fourth princess lived in Nobody's Valley on the very edge of the kingdom. Although the castle was big and roomy and had real slate shingles, very few came to see it, because it was a little off the main highway.

When the princess looked out of the upstairs window she could see the people passing and passing on the highway, but not a neck ever turned a head in her direction. Was it any wonder, then, that the princess looked longingly, first at the highway, and then at the horseshoe and wished for fame?

Now it happened that the princess had a hunchback named Publicity, who followed her around, but never knew just what to do. Because he always wanted to do something and had nothing to do, he sat most of the time tying knots in pieces of white twine.

When the princess told him about the horseshoe and her wish, he jumped up, put all his knots in his pocket, and said:

"Leave it to me, my princess. Leave it to me. Just sit back and be famous.

"But I haven't done anything," cried the princess.

"True, true," said Publicity, "but never mind, that's the very reason why you shall be famous."

With that, Publicity ran out to the highway and stopped a man and said:

"Can you tell me the way to the castle where lives the princess with the magical horseshoe?"

"Never heard of her," said the man. "Let's ask this other traveler."

"Never heard of her," said the other traveler. "Let's ask this other traveler."

Meanwhile Publicity had scampered a mile up the road, there stopped another traveler and said:

"Don't fail to take the first left hand road, for in yonder castle lives the princess with the magical horseshoe."

"Thank you, indeed," said the traveler. "I have always wanted to see the horseshoe."

When the traveler reached the left hand road, he thought he had run into a rebellion, for men and women were rushing about asking each other about the princess and the magical horseshoe.

"Peace," cried the new arrival. "Follow me and you shall see the princess."

With that he turned in at the left hand road and came to the castle, where Publicity awaited them.

"She is in the throne room," said Publicity. "Walk on tiptoe and hold your breath and make your eyes stick out and you shall see the magical shoe."

And they all did as they were told, walking on very tiptoes and holding their breath and making their eyes stick out; whereupon the princess held up the horseshoe and all said:

"Ah! What a magical horseshoe. I am indeed glad that I came."

So the days went and thousands wore ruts in the stone steps in front of the castle and thousands tiptoed in and held their breath and stuck out their eyes and said: "Ah," and went away and sent all their neighbors.

Ordinarily this would have made the princess very happy, but when her servants came to her from other parts of the kingdom they told of a great musician who was starving in a garret; of a neglected girl with a voice so wonderful that the birds listened when she sang; of a poet who wrote divine words to feed men's souls and had nothing but misery to feed his own; of a widow who worked on her knees to raise and educate five children. Hearing of all those mighty but neglected people the princess grew sad at heart and took no pleasure in holding up her horseshoe and hearing the people say "Ah!"

Finally, on a lovely May day, the princess took her way slowly and sadly to the open grassy place before the Goon's cave.

The story of the choice of the fifth princess will appear in our next issue.

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl automatically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

EDUCATION IN ACTION

Color Line in Schools Goes to Highest Court

Whether states can prohibit children of other races from attending public schools provided for white children will be decided by the United States Supreme Court. The controversy reached the court in a case from the Rosedale school district in Bolivar County, Mississippi, where the school authorities required a child of Chinese descent to attend a public school for negroes. It was submitted for decision without oral arguments. Counsel representing Martha Lum, daughter of Geong Lum, an American citizen of Chinese descent, contended in a brief that the child had been unlawfully excluded from a white public school. Counsel for the school authorities insisted in his brief that state laws for the segregation of children by races in the public schools were valid and that a child of Chinese parents must go to one provided for negro children.

Pansy Balks Over School

It seems a rare and unusual circumstance when it takes a mother, a policeman and a fireman to persuade a six-year-old girl she ought to hurry off to school. The mother of Pansy Brinn of Fall River, Mass., was having a contest the other morning trying to walk her daughter towards school. It was too much for the mother. Pansy told her mother she was already smart enough. A policeman came to the mother's rescue and thought the job would soon be over when he told Pansy he should straightway put her in the black dungeon at the police station. The dungeon rather than school, thought Pansy, and she made a face at the cop. Next Joseph Silva, a fireman, came along and with good courage and heeding the mother's pleas, carried Pansy bodily into school. She screamed, kicked and was naughty, but she arrived inside the school and when confronted by the primary teacher, her stubbornness and fighting spirit melted and she quietly went to her seat. Since then Pansy has been going to school without persuasion from the police or fire departments or any other part of the city government.

Schools Now Used As Community Centres

The American schoolhouse has outgrown its exclusive role as sanctuary of the "three R's." In response to a questionnaire sent out by the Bureau of Education seventeen per cent. of the schools responding were kept open at least one evening a week for two or more activities, or twice a week for one such activity, not including night school. In many places the school has become a full-fledged community centre. The city council may meet at a school building and also fraternal and patriotic organizations, literary clubs, the Y. W. C. A., Boy Scouts, Girl Scouts or the Board of Trade. Philanthropic and social-service organizations, farm bureaus and granges, university extension departments, lyceums and Chautauquas all share in the use of school buildings.

Successful Dancing Teacher Bound to Chair by Paralysis

Probably the most remarkable dancing teacher in the world is one who cannot dance at all—Gladys Dillon, director of a London studio. Although she has trained choruses for many of the leading English musical comedy productions, besides hundreds of amateur dancers, Miss Dillon has been bound to a wheelchair for five years, a partial paralytic. She declares that her teaching has improved since she has been unable to demonstrate. "In my agile days I think I was too much inclined to show slow-footed pupils what I wanted by practical demonstration," she declared. "It was the easiest way and seemed to be the quickest one." Like the blind who develop an abnormal sense of feeling, the person bereft of the use of her or his body will soon achieve a clear-cut manner of thought which enables a verbal explanation of points which could only be demonstrated before.

American Students "Too Hurried"

American students live too fast, and in their hurried race through college they do not take adequate time for profound thought and meditation, according to two of the international student guests who visited Harvard recently. These two Swedish students, who are members of a party of nine men and women touring through the eastern college cities of the United States as representatives of the Confederation Internationale des Etudiants, had been in America less than two weeks, but scores of visits among the students and faculty of the colleges reassured them that many of the comments which they have read about American students are well founded. As an illustration they pointed out that American students hustle out of the classroom at lunch time, sit on a disk-shaped stool in a restaurant and order their food over the counter, gulping it down in time to be out on the street again and directing their attention to other things within ten or fifteen minutes. The Swedish students, on the other hand, they boasted, sit down quietly at a comfortable table and linger for perhaps an hour or more after the meal discussing topics of interest.

Student Reaps Profit On Campus Worm Crop

The Columbia University worm contractor, Richard Rowden, '27, recently delivered seven hundred wriggling angleworms to the students in the zoology laboratories as he had agreed to. The worms, which are subjects for dissection experiments by the student zoologists, are supplied at the rate of twenty cents for fifteen, and Rowden is under contract to keep fifty students supplied. He captures the "night crawlers" after dark in a nearby field when they come up out of the ground to get dinner. It is necessary to use a dim light, Rowden finds, because a bright one will scare them back into their holes.

School Head Objects To Dance for "Gents"

Sanford J. Ellsworth, superintendent of the Far Rockaway High School, L. I., recently filed with the Department of Education a protest against the use of the school building for a recreational centre which has advertised "dancing for ladies and gents." Mr. Ellsworth's objection to the advertising was incidental but strong because, he said, its phrasing was an indication that the use of the school for dancing did not "serve the best interests of education." Miss Elizabeth M. Braine, principal of Public School 39, which is housed in the same building, added an objection because, she said, the recreational centre's dances on Friday nights forced the Boy Scouts, who met in the building, to curtail their programs. She also objected to the advertising. "The tone of it," she said, "is anything but advantageous to education." Samuel K. Ludwig, who established the centre, said it was a great asset to the community, and he believed the residents of Far Rockaway would try to retain it.

New York University Students Earn Millions

More than 31,000 students in New York University earned above $27,000,000 last year, Francis W. Lawson, director of the university employment bureau, announced. He said that seventy per cent. of the students were either wholly or partly dependent on their own earnings. The average salary of the 17,570 students who do full time work is over $1,500, he found, while the 3,545 who do part-time work earn from two to three hundred dollars a year. The bureau secured employment last year for 324 students of accounting, seventy-one salesmen, twenty-one students of banking, placed 108 in clerical positions and found places for 232 graduates.

Kansas College Women Become Fire Fighters

College women have invaded another domain of man and, as a result, are saving the state money and causing a reduction in the insurance rates at the dormitories and other women's buildings at the University of Kansas. They have formed a fire brigade, under the command of Miss Josephine Brown, a senior, and they have no time for tatting. She has perfected the organization, under faculty approval, and already the company is well equipped with the essentials of fire-fighting, from helmets to plug wrenches, ladders and all. Drill is thrice weekly.

Teachers and Pupils In Disagreements

A number of recent news dispatches indicate that not all schools opened with order and peace this fall. In Gary, Ind., more than 800 pupils of the Emerson High School went on strike. They protested against the admittance of negroes in their classes. The city fathers were obliged to promise separate schools for the colored students before the strikers would return to their classrooms. School children in the town of Hommonna, Czechoslovakia, also objected to certain classmates by remaining away from school. In this case, however, it was the children of gypsies. There was a deep-rooted fear that the swarthy juvenile nomads, beside whom they would have to sit, would display cannibalist proclivities by eating them. Considerable notice was given to the recent action of the New Brunswick, N. J., Board of Education in refusing to admit Mrs. Carl Rabke, eighteen years old, as a student at the senior high school because she was married. Mrs. Rabke wanted to continue her high school course, which she abandoned when she married last January. She would have graduated in June. The Teachers' Committee, though not opposed to Mrs. Rabke personally, voted against admitting married students to the public schools.

Teachers in Vera Cruz, Mexico, are demanding the back pay owed them before they take up their school work. The teachers are owed 100,000 pesos and have refused a part payment. They want all or nothing. The strike affects 100,000 pupils. At Jalapa, the capital of the State of Vera Cruz, the teachers also walked out because their back salaries were not paid. Teachers in Leake county, Mississippi, must wear sleeves that come within an inch of the elbow. The minimum for skirts is midway between ankles and knees. Ordered by the school board to appear in classrooms wearing smocks "reaching to within ten inches of the floor," 108 women teachers of the Hazel Park, Mich., public schools decided unanimously to refuse to obey. It was declared that the "smock measure" was designed to protect the moral integrity of youth.

Negroes Learn Better Farming

Making good farmers of the negroes overcomes many of the problems of racial adjustments in the South, believes Dr. E. H. Shinn, the government's chief specialist in agricultural education. In evidence of an already better understanding between the white population of Southern States and the Negro is the former's favorable attitude on better educational opportunities for the black race. The expenditure for Negro education last year totaled $3,700,000. Federal farm extension work, the Smith-Hughes vocational schools, and Negro agricultural colleges, in each of the Southern states, are inter-related in teaching better farm practices and helping Negroes to increase their earning power, and to improve their homes and living conditions.

School Principal Also is Traffic Cop

To safeguard the children of her school Miss Cora Campbell, principal of Bancroft School, Kansas City, Mo., is constantly on the lookout for illegally parked motor cars near her school. A city ordinance prohibits parking of motor cars in front of schools during school hours. Miss Campbell has typewritten her own tags, which warn of the violation punishable by a fine of not less than $1 nor more than $500. Miss Campbell takes license numbers, and her testimony is sufficient for conviction. Not much trouble has been experienced by parked cars in front of her school. Most persons are considerate. The danger lies in the possibility of a child's darting off the sidewalk in front of the school into the path of a car just leaving the curb, or starting into the street obscured from the view of other motorists by a parked car.

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We thought his orders were good, as it was, and are glad to supply his teachers. He refers to a brief outline of the ARLO PLAN of reading for interpretation. Perhaps you would like copies of this little manual. We are always glad to send them to school people.
THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

Penn State to Abolish Athletic Scholarships

Granting of scholarships to students primarily because of athletic ability has been abolished at Pennsylvania State College by new board of control of athletics of the college. The ruling takes effect this fall, and after three years no student athlete at the college will receive any financial aid whatever. Action was also taken by the board prohibiting "scouting" of any form on the playing of rival teams.

Student Strike Leads to Closing

According to an announcement made by Dr. James E. Gregg, president of the Hampton Normal Institute, the students who went on strike recently and caused the suspension of classes will not be taken back again. All but about 300 out of about 1,200 Negro students left for their homes following the strike and a suspension of studies. The strike followed an order from the faculty requiring that the assembly room be illuminated during the showing of motion pictures. Complaint had reached the faculty that men and women students had indulged in "necking" parties in the hall while lights were dim. In a statement Dr. Gregg said: "An unfortunate series of events has been marked by such insubordination and disorder among the students as to make it necessary to close the institute until further notice. The Sunday morning following the moving picture entertainment the students in James Hall refused to admit the inspecting officers and the whole body of students refused to sing at the morning and evening services. On the following Thursday morning the strike was resumed. The administrative board thereupon felt obliged to close Hampton Institute."

High School Class Has Fiftieth Reunion

Eleven members out of a total of twenty-five of the class of 1877, Nashua, N. H., high school, met recently at the Nashua Country Club for the fiftieth annual reunion. Following the dinner there was informal speaking with Postmaster George E. Danforth as toastmaster. Five of the class came from out of town.

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TREND OF THE TIMES

FOUR THOUSAND LOANS were granted industrial workers by the Women's Educational and Industrial Union of Boston, three thousand being to men. Most of the men borrowed at ages when their earning power should have been greatest. Seventy per cent. of the men and twenty-three per cent. of the women borrowers were married. The chief reason for borrowing was to meet expenses incident to illness. Nevertheless, thirty-six per cent. of the borrowers were found to own autos.

HOOKWORM DISEASE has almost disappeared from the United States and is rapidly coming under control in many parts of the world according to a report of the International Health Board of the Rockefeller Foundation for 1926. Not only have over 7,000,000 sufferers from the disease been cured during the last fifteen years, but administrative measures have been developed which will prevent millions yet unborn from suffering from its ravages.

HUMAN SLAVES at cut rates are being offered to American capitalists by the Government of Abyssinia, according to James E. Baum of the Field Museum of Natural History, Chicago. The Emperor of Abyssinia hopes to stimulate American interest in the development of mines, oil wells and transportation facilities by guaranteeing unlimited quantities of slave labor at nominal prices. "Slaves in Abyssinia are perfectly satisfied to be slaves," said Mr. Baum. "Actually, they lead more comfortable lives than many so-called free citizens."

STANDARD AIRWAYS available for non-military aviation in the United States will total 14,000 miles by December 31, according to the aeronautics section of the Department of Commerce. A standard airway, as the section grades it, must be for the airplane what the highway is for the motorists. Dangers and difficulties ordinarily encountered by the sky traveler must be reduced to a minimum.

EMANCIPATION OF WOMEN in China proceeds apace, considerably outstripping the "Westernization" of the men. Family life has been revolutionized to such an extent that the men are beginning to feel themselves tyrannized over, and are forming a "League of Oppressed Husbands" in Tientsin. Women bob their hair and are no longer prisoners in their homes and kitchens. They compel their husbands to employ others to cook, mend and care for the children while they frequent clubs.

PARIS BRICKLAYERS, if paid in gold, would have to work nearly ten times as many hours to earn an ounce of gold as would a Philadelphia bricklayer; a man in the same trade in London would have to work nearly twenty-eight hours for every eight hours worked by the Philadelphia man; a bricklayer in Berlin would have to work more than forty hours for every eight hours put in by the Philadelphia man. Figures by the National Industrial Conference Board.

THE ANT, so long held up to admiration for keeping busy, has been discovered by Maeterlinck to have a detestable utilitarianism and utterly lack kindly qualities. The bee may be industrious, but he is now found to be relentless, and his community life is a pitiless mechanism.

FOREIGN POLITICIAN has found it necessary to come to Washington to get the consent of the Secretary of State to run for the presidency at home. General Chamorro of Nicaragua, long identified with the politics and revolutions in the Central American state, approached United States representatives there but found them opposed to his running. He came to Washington to take it up with the secretary, having a prominent diplomat to act as his counsel.

MOVIES CONFUTE AESOP. Dogs do not drop substance for shadow that has no scent. Paris naturalists tested the fable of the dog that, crossing a bridge, dropped the bone he had in order that he might wrest the bone from his reflection in the water. Life-size action pictures of dogs with bones, even of aggressive cats with arched backs, merely drew yawns from the bored canine spectators.

SERVANT SCARCITY is not due to the restrictive immigration laws but to the refusal of women to enter household service, surveys by the Department of Labor show. Many incoming females classify themselves for visa purposes as servants, but after landing seek jobs as clerks, stenographers and movie extras.

The BOOK TABLE

PHYSIOLOGY AND HUMAN LIFE. By Robert A. Budington, Oberlin College. Cloth. 420 pages. Boston, Newark, New York, Chicago, San Francisco: Silver, Burdett and Company.

Education today misses much of its mission and its message if it does not view its relation to human life physically and mentally, industrially and commercially, ethically and aesthetically. The present decade is emphasizing human life as has never been done before. This is especially true of physiology and the other biological sciences. There is little of the science of physiology that can be thought of intelligently unless one knows the revelations of recent times and interprets everything in the light of recent discoveries about ductless glands, violet ray and other phases of light action on the human body.

The vitamins are as important in physiology as the airplane in transportation. Professor Budington has entirely rewritten everything in physiology so that it will utilize all that has been learned about health and diseases. One will not appreciate how great has been the effect of the discoveries of recent time upon human life unless he sees what it has done for school physiology.

INSIDE EXPERIENCE. By Joseph K. Hart, Ph.D., University of Wisconsin. With an Introduction by John Dewey. Cloth. 287 pages. New York, Boston: Longmans, Green and Company.

We have not read this book through. We would like to read it, but it cannot be read racily, cannot be skimmed, cannot be caught on the wing. The author has been twenty years experiencing what he has reported in fewer than nine thousand words, and he has not attempted to carry a kodak with him along the "Dramatic Highway" that he has been experiencing for twenty years. He warns the reviewer not to expect to find any sentence that can stand alone, that there is no view on this "Dramatic Highway" that can safely be referred to as characteristic of a twenty-year experience on this "Dramatic Highway."

We cannot resist the temptation to quote a few sentences such as he says are not in the account of the experiences of twenty years.

"No real philosophy can be *learned*—certainly not in a class. It must be achieved in and through experiences."

"For most of us, the doctrine of evolution is merely an *addendum*, an *annex*, to our practical and habitual worlds and minds. . . . Some evolutionists are far more fundamentalists than many full-fledged fundamentalists."

"What is the use of arguing the truth of evolution in a world in which nothing evolves."

A sample of thrilling sentences that come with dazzling brilliancy here and there is this: "There are great intellectual and spiritual riches to be found *in the achieving of a new point of view.*"

SUPERVISED STUDY PLAN OF TEACHING. By Francis Shreve, Ph.D., head of the Department of Education, West Virginia State Teachers College, Fairmont. Cloth. 540 pages. Richmond, Va.: Johnson Publishing Company.

There has always been "Supervised Study," more in the "Little Red Schoolhouse" than anywhere else, probably, but the phrasing of the designation caught the pedagogical fancy when a few years ago A. L. Hall-Quest sprang it in meteoric way at a meeting of the Department of Superintendence of the National Education Association in Chicago.

It was so simple that it was caught up by a hundred specialists and by thousands of teachers like a multitude of migrating birds, and books flooded the market, but none of them took the matter as seriously as does Dr. Shreve, who has thought it worth while to magnify a tabloid adventure into a masterful treatise of a real scientific procedure in the art of teaching. It is the latest word on the subject and it would seem to be the last word needed by any one who would do this worthwhile thing in a worthwhile way.

THE KNOWLEDGE OF ENGLISH. By George Philip Krapp, Columbia University. Cloth. 571 pages. New York City: Henry Holt and Company.

This is a book whose importance and practical usefulness are beyond any appropriate emphasis. It is the essence of common sense and the quintessence of discrimination between what all children need for use of language and the science of grammar for the critics who want grammatical distinctions for the delectation of linguistic artists who seek skill in saying things that people cannot understand unless they are linguistic artists.

The book in every phase of language and of grammar for promoting the use of language in real life is sane, and from the standpoint of teacher and children from primary grade through the high school is wholesome. The book is large enough for the author to make everything clear, and to present everything from various angles.

AMERICAN HISTORY NOTE-BOOK. Number One and Number Two. By Leslie V. Spriggs. With an Introduction by George W. Smith, Teachers College, Carbondale, Illinois.. Chicago: Hall and McCreary Company.

The best elementary history teaching is that which results in the creation in the pupil's mind of correct images of actual historical occurrences. An ideal recitation in the history class is one in which the pupil describes and explains the mental picture which he has created through well directed study.

The Spriggs plan is one that combines the outline, the laboratory and the problem methods. The skeleton outline aims to teach unity, coherence and proper emphasis. The power and value of the visual and the manual appeal is becoming more and more recognized as the best and most adaptable of all methods of instruction. The directed map and illustration work affords an excellent opportunity to carry out "Laboratory Work in History."

Books Received

"Autobiography of Joseph Scaliger." By Daniel Heinsius and Cominicus Baudius. Translated by George W. Robinson. Cambridge: Harvard University Press.

"Kuhlmann-Anderson Intelligence Tests." By Kuhlmann-Anderson. Minneapolis, Minnesota: The Educational Test Bureau.

"Oral English and Public Speaking." By Shurter and Tower—"Beginning Chemistry and Its Uses." By Irwin, Rivett, and Tatlock. Evanston, Illinois: Row, Peterson and Company.

"Algebra." Book Two. By Longley and Marsh.—"Algebra." By Longley and Marsh.—"The Problem of Vocational Guidance." By George E. Myers. New York: The Macmillan Company.

"Practical Football and How To Teach It." By Guy S. Lowman.—"The Psychology of Play Activities." By Harvey C. Lehman and Paul A. Witty. "Oriental and Character Dances." By Helen Frost. New York, N. Y.: A. S. Barnes and Company.

"Christmas Stories." By Charles Dickens. — "Heidi." By Johanna Spyri. Boston, Mass.: Ginn and Company.

"Experimental Science." By J. G. Frewin. New York, N. Y.: Oxford University Press.

"The Laws of Living Things." By Edward J. Menge. Milwaukee, Wis.: The Bruce Publishing Company.

"Long Ago in Gaul." By Lamprey. Boston, Mass.: Little, Brown and Company.

"Manual For Small Museums." By Laurence Coleman. New York, N. Y.: G. P. Putnam's Sons.

"Senior Mathematics." By Ernest R. Breslich. Chicago, Ill.: University of Chicago Press.

"The New Mathematics." By John C. Stone. Boston, Mass.: Benjamin H. Sanborn and Company.

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GRINS BETWEEN GRINDS

It Wasn't His Week

Dick announced at the dinner table that his room at school was to have a clean-up contest.

"A clean-up contest?" exclaimed his father. "And yet you come to the table with those dirty hands?"

"Oh, but the contest doesn't start until next week!"

A Lost Love

"I thought you loved a fair-haired girl?"

"I did, but she dyed!"—London Tid-Bits.

Not a Silent Knight

A city tenement child visiting in the country for the first time came rushing into the kitchen—

"Oh, Mrs. Goff, your cat has gone to sleep before the fire and forgotten to turn off her engine!"

Accidents Will Happen

Mistress—"How did you break that vase?"

Maid—"I'm sorry, Mum, but I was accidentally dusting."

Believe It or Not

The story is told (but not vouched for) that a certain Atchison County young man was speeding merrily along the road when he caught up with a party of children on their way to school. He asked them if they cared to ride, and for an answer they piled into his auto until it was so completely filled that one little girl had to sit on the driver's lap. She was a plump little thing and the driver cuddled her close to keep her away from the steering wheel. "Do you like school?" he asked her. "Yes, sir," she lisped. "Do you go every day?" "I haven't missed a day this year." the little girl replied. "Good little girl!" said the driver, kissing her soft cheek. "Do you like your teacher?" "Yes, sir," said the girl; "I'm the teacher." And the auto nearly went into the ditch.—Atchison (Kan.) County Mail.

Just the Same Now

"Do you act toward your wife as you did before you married her?"

"Exactly. I remember just how I used to act when I first fell in love with her. I used to lean over the fence in front of her house and gaze at her shadow on the curtain, afraid to go in. And I act just the same way now."—Laughter.

Good Idea!

"Where did you find this wonderful follow-up system? It would get money out of anybody."

"I simply compiled and adapted the letters my son sent me from college."—Boston Transcript.

Brave Boy!

Boy (accompanied by small boy)—"I want a tooth out an' I don't want gas, 'cos I'm in a 'urry."

Dentist—"That's a brave young man! Which tooth is it?"

Boy—"Show 'im yer tooth, Albert."

Under His Hat

Freshman—"I am doing my best to get ahead."

Soph—"You certainly need one."

It Makes Him Stable Too

Willie—"Pa, when has a man got horse sense?"

Pa—"When he can say *nay*."

Hard Times

Bob—"Daddy, what is a Board of Education?"

Father—"Well, son, when I was going to school it was a pine shingle."

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JOURNAL MAIL BAG

San Francisco Schools Win Important Decision

Editor, Journal of Education:—

On September 12 the California Supreme Court handed down a decision of far-reaching consequence to the public schools of San Francisco and of the entire state. In this decision the Court held that the tax-levying Board —known as the Board of Supervisors —must accept without revision, upwards or downwards, the budget annually submitted by the Board of Education, and fix the tax rate for school purposes accordingly, provided such a budget complied with provisions of the State School Law.

The immediate controversy originated in the fact that the Board of Supervisors had reduced budget requests of the Board of Education this year by a sum approximating $1,000,000.00. The Board of Education and the superintendent of schools, Dr. J. M. Gwinn, after exhausting all other known remedies, took their case before the State Supreme Court, with the result above noted.

The decision gives added support to the legal doctrine that the schools of any given local community form primarily parts of the state system of schools, and that, therefore, state school laws take precedence over all local enactments relating to the schools, in case of conflict, whether such local provisions be incorporated in municipal charters, or otherwise. The immediate contention in the above mentioned case arose through a conflict between provisions of the San Francisco City Charter and the California School Law. The court held that the State School Law prevails.

The decision is also interesting in that it virtually places the San Francisco Board of Education on a basis of fiscal independence. Such a course is wholly in line with the curve of progress in school administration in the leading cities of the United States during the past quarter century. Under such a policy, responsibility becomes fixed; under it, authority and responsibility are united.

A. J. Cloud.
Deputy Superintendent Schools,
San Francisco.

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Request For Old Volume

Editor, Journal of Education:—

Being interested in educational matters I am looking for a book to add to the school library here, and have been referred to you as the most likely place to be able to give me information regarding it. The book is Elements of History: Ancient and Modern, by Alexander Fraser Tytler, F. R. S. professor of history, University of Edinburgh. The book has not been printed for about a century.

I have searched numerous collections of ancient volumes as well as catalogues of rare old books wanted and cannot find it mentioned, but I know that there is at least one volume of it in existence as I saw it some years ago, but I cannot now find the person who was the owner of it at that time. Can you tell me where such a book can be found and the price one would need to pay for it?

There was an edition printed in the United States in 1820 by Horatio Hill and Company, Concord, N.H. Any information you can give me as to where one of these books can be found and the probable price of it will be thankfully received.

Yours sincerely,
Edward Randall.
12904 Ruby avenue,
Fordson, Michigan.

Character Training

October 19, 1927.

Editor, Journal of Education:—

I wish to commend the article in the Journal of October 17, by Olive Nolan, on "Character Training Through History."

In my teaching experience I tried out a similar plan and I found that it worked out splendidly, not only for the benefit of the student, but for the whole school district and citizens in general.

Truly, there is only one way out for the human family, and that way is the way of more light and a better understanding. God is the father of all; and the sooner we overcome the narrow view of the supremacy of one race over another; the intolerance of religious views; the idea of nationalism as opposed to the spirit of goodwill to all nations; the sooner our prayer, "Thy Kingdom come, Thy will be done on earth as it is done in Heaven" will be realized.

And the best place to get rid of intolerance of all kinds is in the schools of not only America, but the world. We must see to it, as teachers, that we implant the right ideas in the mind-soil of our youth; and if every teacher will do his and her duty in this respect, we shall go a long way toward overcoming the spirit for war, and bring miles nearer the day when

universal good-will and brotherhood and the spirit of Him who said: "As ye do it unto the least of these, my brethren, ye do it unto Me" shall prevail. The idea-seed is all important; for to act right we must first think right. The teachings of Jesus are unsurpassed for getting the right idea of conduct into the spirits of our boys and girls and we older boys and girls, too!

Andrew W. Holman.

New London,
Connecticut.

Meetings To Be Held

NOVEMBER.

8: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-11: Annual Meeting of Illinois Vocational Home-Making Teachers, Sherman Hotel, Chicago.

10-11: Missouri Council of Teachers of English: Mary Woods, State Teachers College, Springfield, Missouri; St. Louis, Mo.

10-12: Minnesota Education Association, Minneapolis. C. G. Schulz, Secretary, 919 Pioneer Building, St. Paul.

11-12: Vocational Conference of the Illinois Home Economics Association, joint meeting with Illinois Society for Vocational and Practical Arts Association, Sherman Hotel, Chicago.

17-19: High School Conference: H. A. Hollister, University of Illinois, Urbana, Ill.; Urbana, Ill.

17-19: Illinois City Superintendents Association: H. B. Black, Mattoon, Illinois; Urbana, Illinois.

21-25: South Dakota Education Association: N. E. Steele, Perry Block, Sioux Falls, S. D.; Aberdeen, S. D.

23-25: Co-operative Education Association of Virginia: J. H. Montgomery, 422 State Office Building, Richmond, Va.; Richmond, Va.

24-26: National Council of Teachers of English: W. Wilbur Katfield, 506 W. 69th St., Chicago, Illinois; Chicago, Illinois.

26: College Conference on English in the Central Atlantic States: Norman E. McClure, Penna.; Military College, Chester, Pa.

DECEMBER.

2-3: Association of Colleges and University Unions: Edward S. Drake, Ohio State University, Columbus, Ohio; Iowa City, Iowa.

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